

Name of Principal Ms. Barbara Derich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dixie Elementary
(As it should appear in the official records)

School Mailing Address 1175 Idylberry Road
(If address is P.O. Box, also include street address)

San Rafael	CA	94903-1103
City	State	Zip Code+4 (9 digits total)

Tel. (415) 492-3730 Fax (415) 492-3736

Website/URL <http://www.dixieschool.com> E-mail bderich@marin.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Thomas J. Lohwasser, Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dixie Elementary Tel. (415) 492-3700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Karen Crockett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 4 TOTAL

2. District Per Pupil Expenditure: \$8,025 (2002-03)
 Average State Per Pupil Expenditure: \$6,444 (2001-02)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	35	20	55		7			n/a
1	31	26	57		8			n/a
2	29	29	58		9			n/a
3	33	17	50		10			n/a
4	31	41	72		11			n/a
5	39	37	76		12			n/a
6			n/a		Other			n/a
TOTAL STUDENTS IN THE APPLYING SCHOOL →								368

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>86.42</u> % White (318) |
| <u>0.82</u> % Black or African American (3) |
| <u>2.99</u> % Hispanic or Latino (11) |
| <u>7.87</u> % Asian/Pacific Islander |
| <u>0.27</u> % American Indian/Alaskan Native |
| <u>1.63</u> % Unassigned |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 4.53%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	375
(5)	Subtotal in row (3) divided by total in row (4)	.0453
(6)	Amount in row (5) multiplied by 100	4.53

8. Limited English Proficient students in the school: .82 %
3 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Cantonese, Arabic

9. Students eligible for free/reduced-priced meals: 1.36 %
5 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
59 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>20</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>10</u>
Support staff	<u>4</u>	<u>7</u>
Total number	<u>24</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.96%	96.84	96.71	97.34	96.82
Daily teacher attendance	97.6%	*	*	*	*
Teacher turnover rate ⁺	10%	11%	20%	11%	17%
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

* Teacher ADA data is not calculated annually. Data for previous years is not available.

+ Teacher turnover due to reduction in the number of classes, medical leave, retirement, and teacher relocations/moves.

PART III - SUMMARY

The Mission of the Dixie School community is “to promote academic excellence, to nurture learning as a lifelong process, and to support all students as they become informed, productive, contributing members of society.” The School Site Council carefully considered each word when developing this mission statement, knowing that it would focus the work of our learning community. It communicates Dixie’s philosophy that all children can achieve success with support and the application of rigorous standards.

Dixie’s high academic and social standards, starting with the California Department of Education’s frameworks and standards, are developed and enhanced through a study of current research on learning and best instructional practices, and consistent use of student assessment tools. The result is our programs also incorporate our belief that success in life requires intellectual flexibility and aesthetic appreciation and compassion for one another. We are fortunate to be a part of a community that places a high priority on learning, promotes student success, and gives time, talent, and energy to support our high expectations for all students.

Dixie Elementary School is nestled in the rolling hills surrounding Lucas Valley, adjacent to a wooded creek. Our child-centered school is dedicated to fostering academic excellence, positive character development, artistic expression, environmental awareness, and a sense of community. Family involvement is a hallmark of our community. Our families make our school a priority by spending countless hours in support of instructional programs. It is our culture of caring that allows our students to excel. Dixie provides a learning environment in which each student is individually challenged to meet or exceed grade level standards.

Students are encouraged to develop healthy character traits, such as teamwork, responsibility, and integrity through our Life Skills Character Education Program. Our Buddy Program pairs older children with younger ones for academic, artistic, or athletic projects to create connections between children. We foster leadership growth through our Game Buddies, Conflict Managers, and Peer Helpers, as well as Student Council. **“Be Safe, Be Responsible, Be Respectful”** are the simple yet effective school rules; all our students have a clear understanding of what is expected of them. We have a network of support services to help students experiencing emotional, social, or academic difficulties. Dixie students are enriched through art and music classes, drama, creative movement, and physical education. The Home and School Club provides all the funding for these programs, and they support assemblies and workshops such as the Italian Street Painting Festival, symphony recitals, and Shakespeare Company plays. Students have opportunities to participate in extracurricular activities such as Odyssey of the Mind, Science Fair, Spelling Bee, Family Science Night, and our Back-to-School Ice Cream Social.

Environmental awareness and community service go hand in hand at Dixie. Teachers and trained parent volunteers work with classes to learn about ecology, recycling, and sustainable living. We use our 11-acre campus as a context for learning by investigating our creek and doing in-depth studies of life cycles. In addition to our wonderful location alongside a wooded creek, Dixie’s campus features a fenced, working garden with a shed and compost bins, and four additional on-campus gardens. We also have a school-wide recycling program. From posters encouraging recycling to the creation of worm and compost bins for our gardens to “green teams” who help pick up trash at lunch, every child at Dixie understands the importance of taking care of the earth and each other.

Technology is used in the classroom to reinforce academic skills and to differentiate curriculum to challenge every student at his/her own level. Our computer specialist works with teachers to put together interactive projects that help children learn to research, write, and edit, as well as develop critical and creative thinking skills. In our 28-iMac computer lab and in the classroom, all students complete standards-based computer activities and multimedia projects.

Our culture of caring provides the foundation for our students’ academic and personal success at Dixie School. The support they feel from their teachers, administrators, support staff, parents and classmates allows them to experience the freedom to challenge themselves. In this loving atmosphere, all children grow and learn.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Our school monitors academic performance closely to determine student proficiency in English/Language Arts (ELA) and Math. Dixie's **Adequate Yearly Progress** report shows that our students continue to meet and exceed expectations. In ELA in 2002, 76.8 percent of our students demonstrated proficiency. In 2003, 81.9 percent were proficient. In Math in 2002, 80.1 percent of our students were proficient. In 2003, that number rose to 87.3 percent. Moreover, we are ensuring that all students are tested. Student participation in 2002 was 96.7 percent and in 2003 it was 98.8 percent for ELA and 97.7 percent for math.

The California Department of Education (CDE) uses the **Academic Performance Index (API)** to measure a school's performance. The state calculates a school's performance on a scale from 100 to 1000. A school is considered high achieving if its API is above 800. We have been pleased to see our school's API score increase from **873 (in 1999) to 916 (in 2003)**, placing Dixie in the top ten percent of high performing schools statewide.

Our grade level results on the **Content Standards** test also show how thoughtful planning leads to continuous growth and improvement. The State's definition of passing the **California Standards Test (CST)** is to be proficient or above. In 2003, **a significant percentage of our students tested at proficient or advanced levels:**

- In 2nd grade, 87% of students in language arts, 90% in math.
- In 3rd grade, 86% of students in language arts, 88% in math.
- In 4th grade, 85% of students in language arts, 88% in math.
- In 5th grade, 72% of students in language arts, 83% in math.

From 1999 to 2002, the State used the **SAT-9**, a nationally norm-referenced test, to assess our annual progress in core academic areas. During those years, **the percentage of students at or above the 50th percentile were:**

- In reading (2nd grade): 88% in 1999 to 88% in 2002. Math: from 86% to 92%.
- In reading (3rd grade): 84% in 1999 to 89% in 2002. Math: from 81% to 89%.
- In reading (4th grade): 83% in 1999 to 94% in 2002. Math: from 83% to 96%.
- In reading (5th grade): 98% in 1999 to 91% in 2002. Math: from 90% to 94%.

In 2003, the CDE chose the **CAT/6**, published by CTB/McGraw-Hill, as the new normative component of California's standardized assessment system to measure student progress in core academic areas. Last year, **the percentage of students at or above the 50th percentile was:**

- In reading (2nd grade): 91%. Math: 96%
- In reading (3rd grade): 78%. Math: 86%.
- In reading (4th grade): 78%. Math: 89%
- In reading (5th grade): 84%. Math: 91%

Dixie students have demonstrated continuous improvement and growth using the Standardized Test and Reporting (STAR) program, and their progress is monitored through our Reading/Results based report cards, fourth and fifth grade direct writing, and the summative standards-based math assessments. We develop a clear understanding of every child's needs and accomplishments by combining national, state, and local assessment with his/her classroom performance. We are particularly proud that the students in all our sub-populations (ELL, Resource, Special Education), though numerically small, achieved similar and comparable gains as our school-wide population.

In addition to tracking year-to-year data, Dixie School also follows individual students during their time at Dixie to ensure that their scores are improving. We do all we can to ensure each student meets our Board approved grade-level promotion criteria. Teachers evaluate the progress of each student and each class through cohort analysis to determine where more enrichment or intervention would be effective.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Dixie School uses assessment data to understand and improve student and school performance.

Before each school year begins, Dixie teachers allocate two full days of their time to review grade level standards and STAR data, and then design lessons that **target instruction** based on grade level standards and individual needs. We have high goals for every child and closely track the **progress of our at-risk and special education students** in particular.

A community and educational partnership with the Buck Institute, Foundation for Educational Change, was created to expand our resources and co-fund our professional development needs in the use of assessments and data. A **School Assessment Team** comprised of the principal and teachers met for six days of training led by a national assessment specialist. We created our own trainer team of teachers to educate staff on the use and analysis of disaggregated assessment data for annual planning of school-wide, grade level, and subgroup instructional objectives and strategies.

The Site Council updates our **School Improvement Plan** annually to reflect current research, best practices, and student achievement data. The council reexamines goals and identifies new issues and objectives. We create a timeline and budget to accomplish these goals.

Teacher teams create *Grade Level Action Plans* with objectives for core subjects to ensure the academic success of all students using state standards and benchmarks. We carefully monitor at-risk students using our Student Study team led by a trained teacher facilitator. When necessary, we establish IEP goals or develop a 504 plan to support a student's progress. In the classroom, after school and during the summer, our students are given opportunities to meet and exceed state standards.

Dixie staff has reached consensus on the methods and means for monitoring and assessing student progress in English/Language Arts and Mathematics, based on our knowledge of the State framework and standards. This knowledge, coupled with an ongoing series of professional development trainings and implementation of our newly adopted, standards-based, English/Language Arts and Mathematics series, gives us the necessary tools to teach our students.

Dixie School communicates student performance, including assessment data to parents, students, and the community.

We share disaggregated student assessment data, our school's yearly progress, and accomplishments with all segments of the learning community in a variety of ways.

- Our work with the Reading RESULTS project has led to a **standards-based report card**, revolutionizing how we communicate with parents. Report cards are distributed every trimester. At-risk students receive additional progress reports mid-trimester. We also have formal parent-teacher conferences in the fall. Parent can see from their children's report cards at what point a standard is taught, assessed, and mastered. Our standards-aligned report cards summarize a student's phonics and decoding skills, reading level, fluency, and comprehension, as well as achievement toward standards in language arts and math. We have a common understanding of our goals within and across grade levels. Expectations and outcomes are communicated clearly to students and their families. Student progress is monitored throughout the year.
- The district and the principal hold parent **information meetings** to discuss and build understanding about STAR testing. Local **newspapers** report STAR assessment information for schools, the district, and the county.
- Each student's **STAR data** is mailed every summer with a detailed explanation for interpreting data.
- The **School Accountability Report Card** is given to all families and is available at our office and on our website.
- Our school **Website** (dixieschool.com) continually posts activities, classroom projects, curriculum links, and links to the state website for STAR and SARC data. Each year our school hosts a Board meeting to recognize individual and school-wide achievements and to review the annual report.
- **Newsletters** written by the Superintendent, the Board of Trustees, our principal, and each classroom teacher provide ongoing information on curriculum, special programs, and student activities.

Dixie School shares its successes with other schools.

Many programs are in place to ensure articulation between district schools and beyond.

- Fifty percent of our district-wide staff development time is spent collaborating and reviewing student work and assessments.
- After extensive training at the Reading RESULTS Summer Professional Development Institute and the Governor's Reading Professional Development Institutes, Dixie teacher-leaders share their expertise by conducting workshops in under-performing districts throughout the state. Our school serves as a model for local districts whose teachers come to observe our reading programs in action. We are pleased our Literacy Team and principal were invited to share our K-5 school-wide efforts in Reading RESULTS at the California Curriculum and Instruction Leadership Symposium in February 2002. The Symposium Planning Committee's acceptance letter read: *"We identified your team's work in system-wide implementation of California standards as representative of exemplary practice."*
- Dixie teachers meet with their colleagues monthly at school and district-wide grade level meetings to develop and align grade level assessments that are anchored in our standards-based report cards, and to share best practices, new instructional strategies, and materials across the district.
- One teacher has served as a mentor to others across the district and other districts, teaching her peers about website development, and informational literacy. She also assists teachers on an individual basis with finding instructional materials available on the internet and identifying strategies for maximizing effective use of technology integration to support student learning.
- Teachers from each grade level meet regularly with their peers from the next grade level. The district's middle school sixth grade teachers meet with fifth grade teachers to ensure a well-articulated curriculum that supports our students' transition to the middle school setting. Elementary teachers articulate with their middle school colleagues and the middle school articulates with the local high school.

PART V – CURRICULUM AND INSTRUCTION

Dixie School's curriculum engages all students with significant content based on high standards.

"Teachers at Dixie School attend closely to grade-level standards in a seamless way. Rather than teaching standards in isolation, many standards are incorporated in authentic experiences."

- Student Teaching Supervisor, Sonoma State University

Dixie promotes academic excellence with a standards-based curriculum that is well articulated and research based. Students are academically engaged and have significant interactions with caring, well-trained staff. Through careful analysis of student assessment data, we pinpoint the strengths and specific needs of each student. Teachers use a variety of instructional strategies to accommodate each child's learning style. Dixie teachers take the time to plan thoughtfully constructed lessons to challenge and support every child, differentiating for ELL, GATE, and at-risk students. In addition to adopting standards-aligned textbooks and supplemental materials for math, science, language arts, and social studies for all grades, Dixie targets its professional development to ensure our students continue to make gains in their achievements. Our rigorous reading and math curricula are described in responses on page 8.

Proficiency in English/Language Arts is the key to becoming an independent learner, and all children receive explicit instruction in reading, writing, speaking, and listening. These core skills are integrated into every subject area at all grade levels. Working with a consortium of ten local districts, we created a scope and sequence in writing from kindergarten to eighth grade, resulting in four-point rubrics that succinctly set standards for good writing in each genre at each grade level. These writing rubrics clearly define what students should know and be able to do. Teachers and students use standards-based rubrics for individual projects and oral presentations. Similar rubrics developed for public speaking ensure students learn how to communicate effectively. Students practice these skills and strategies in all subjects.

Dixie teachers have learned that science reinforces students' reading and math skills. Through rigorous classroom instruction, as well as direct hands-on investigations with earth, life, and physical sciences each year, students develop higher-level thinking. Throughout their years at Dixie, students discover the attributes of living things, learn about the properties of matter, explore geology, focus on light and color, investigate the properties of magnetism and electricity, and study human biology. Our fifth grade science curriculum culminates with our students attending a week-long environmental camp.

In social studies, teachers use integrated, thematic study units to engage students in their community and local, state, and national history, as well as to foster awareness of current events and participation in community service. Whether panning for gold like the 49ers, working in the colonial gardens, or learning a Miwok children's game, our students go back in time to live the history they are studying to gain an appreciation for the world in which they live.

Each week, every child at Dixie has several opportunities for artistic expression. Primary students have music instruction weekly, and upper grade students participate in our district music program (strings, woodwinds, band, and chorus) twice a week. Every child has fifteen weeks of visual arts instruction. Kindergarten and first grade students have creative movement classes. Third, fourth, and fifth grade students have drama classes. All students perform in musical and dramatic assemblies throughout the year. Our PE specialists focus on the development of specific skills, challenge students to do their personal best, and build teamwork and cooperation. In 2003, 90 percent of our fifth graders successfully passed the California "Fitnessgram."

Our Life Skills Character Education Program promotes positive traits such as responsibility, tolerance and perseverance. These traits are woven into every aspect of the student's life at school whether it is receiving a "Lion's Roar" card for good behavior or participating in the monthly schoolwide assembly. We have found that by having high expectations for behavior, our students are more focused and productive. Dixie's dedicated staff works purposefully to develop well-rounded students who are intellectually curious, socially responsible, and physically fit.

Dixie School's Reading Curriculum

The centerpiece of our English/Language Arts (E/LA) curriculum is the Reading RESULTS program created by the California Reading and Literature Project and the Governor's Reading Professional Development Institutes. Six years ago, Dixie teachers attended the first Reading RESULTS Summer Professional Development Institute. Inspired by standards-aligned, research-based, field-tested assessments and the instructional strategies they learned, teachers implemented this powerful and comprehensive program.

Reading RESULTS assessments and grade level benchmarks form a nested system in each classroom that informs instruction. **Dixie School has adopted the Reading RESULTS motto, "Every child a reader. Every child by name."** Teachers work in teams using Reading RESULTS as a framework to guide decision making in selecting, integrating, and implementing a complete reading program. Our Literacy Team supports the work of each grade level team. By coupling our strong curriculum with the assessment and instructional strategies outlined in the Reading RESULTS materials, we have found an exceptional way to improve student performance.

We adopted our language arts materials because they are research-based and aligned with state standards, and they have a depth and breadth of content that supports a variety of instructional strategies to support reading. This systematic, explicit approach enables teachers to provide differentiated instruction.

Reading RESULTS assessments are administered three times a year. In the primary grades they identify: phonemic awareness, phonics/decoding abilities, high frequency words recognition, reading level, accuracy, fluency, and comprehension. With the results from these assessments, we use our comprehensive E/LA program to target instruction. In the upper grades, assessments continue to focus on these basic skills. The reading curriculum also broadens to include: vocabulary, exploration of a variety of genres, higher level understanding of text (plot, character development, etc.), and literature circles.

Clear benchmarks have been set for each grade level. Intervention strategies (such as our Read Naturally fluency labs and parent and senior reading volunteers) are in place for students in need. Together, the outstanding curriculum, assessments, and instructional strategies allow teachers to pinpoint areas of weakness and strength and help guide each student's progress toward meeting state standards.

Dixie School focuses on math and how it relates essential skills and knowledge based on the school's mission.

Our balanced math curriculum is based on the rigorous California state standards and stresses careful and thoughtful sequencing of instruction so that every child will master basic skills, develop higher level problem solving abilities, and demonstrate solid mathematical reasoning. A portion of our school's mission statement relates to promoting academic excellence and developing productive, contributing members of society. Therefore, it is crucial for us to produce mathematically competent students. Frequent assessments assist teachers in placing students in flexible groupings to provide differentiated instruction. In-depth staff development has prepared our teachers with both content knowledge and a variety of instructional strategies to deliver our comprehensive curriculum. At-risk students receive supplemental help in the classroom, through after-school intervention programs, and individualized activities. Students are expected to demonstrate mastery in addition, subtraction, multiplication, division facts, as well as math procedures. Students in K-3 work in math centers using manipulatives to solidify concepts such as measurement, time, and money. Fourth and fifth grade students develop fluency in computational and procedural skills. We also emphasize problem solving using creative thinking strategies at all grade levels.

Our spiraling curriculum teaches students a number of algebraic and geometric concepts. Students are given the **opportunity for acceleration and enrichment** in an advanced math class, which gives them the tools to move to pre-algebra in sixth grade. In the fall of 2003, 17 percent of last year's fifth graders were placed in pre-algebra when they entered sixth grade. All classrooms have state-approved standards-based materials. Students use leveled math software (such as Number Maze and Fraction Attraction) to reinforce and enrich skills. We see the positive results on the CST.

Dixie School differentiates instruction to improve student learning.

All students are expected to meet or exceed the grade-level standards. We consistently use differentiated instruction and multiple points of entry to **optimize learning opportunities** in meeting the needs of all students. After initial assessments, students at all grade levels are placed in flexible groups for spelling, math, and language arts, and every teacher uses centers to address individual needs. In kindergarten, students are grouped for “extended day” time during which their teacher challenges them at their level. In literature circles, students take specific roles such as summarizer, discussion director, character charter, vocabulary wizard, and literary illuminator. Students create reports, drawing from a variety of text, Internet, and in-person resources. They hone their note taking and research skills to give oral presentations.

Teachers also use differentiated curriculum to meet the broad spectrum of student needs and abilities. For example, fifth grade classes read “four novels at a time” based on a theme such as “courage.” Each student reads one of the four novels, which are leveled to give all readers access to the content. Group discussions, interactive journals, and oral reports engage all students. In this way, GATE and special needs students work and learn together in an authentic way while addressing several of the fifth grade reading standards.

When adopting standards-based instructional materials, we look for depth and breadth of content that will support a variety of instructional strategies, is appropriate for flexible grouping, and contains an integral technology component. We supplement our curriculum with programs such as Great Books, which introduces students as young as the third grade to the Socratic method and to meaningful dialogue about literature. Our Read Naturally self-paced fluency program increases fluency rates to keep students on track to meet standards. Fourth and fifth grade advanced math students work with a math specialist once a week to challenge them with higher-level concepts.

Dixie School’s professional development program impacts student achievement.

Our goals for professional development always begin with the question: “How can we best help all students meet or exceed the state standards?”

Great teachers are integral to our success. We start with a rigorous hiring process, looking for a candidate who possesses a strong foundation in educational theory and practice based on the state’s teaching standards and the ELD certification necessary to join the 85 percent of our teachers who are currently certified. Dixie teachers are trained to provide support for new teachers through Beginning Teacher Support and Assessment (BTSA). Teachers are supported by colleagues and the district to ensure their success through open access, frequent collaboration, and professional development opportunities. Our principal and one of our teachers are on the district’s Peer Assistance and Review (PAR) Panel. We partner with a local university to train student teachers and currently have eight on site.

A top priority is to prepare and equip our new, experienced, and veteran teachers/support staff with core curriculum research-based instructional and assessment strategies. To assist in establishing our professional development priorities, each year we review disaggregated school-wide and individual student performance data to identify areas of need and strength and survey teachers’ needs and interests. We then develop our comprehensive school-wide and individual professional development plans based on the district’s focus areas and create goals and timelines for implementation.

The staff uses 50 percent of its meeting time for articulation of benchmarks and standards. Dixie teachers meet weekly to review student data, develop plans for intervention, research strategies to improve instruction, and articulate across grade levels. We review progress toward our school goals, identify areas for future staff development, and recognize our successes. We are deeply committed to refining our professional practices, even to the point of giving significant personal time. Dixie teachers have attended workshops including: Calabash, Six Trait Writing, Marcy Cook Math, Jason Project, Video Production, California Reading Conference and Student Council/Youth Leadership, and Reading RESULTS Institute and Leadership Training Institute. Every day Dixie teachers and partners see the results of their efforts and thoughtful planning as students increase their learning and growth. We truly believe that our teachers and support staff are our greatest resources.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

California Standards Test (CST) - 2nd grade

California English/Language Art standards were first reported for schools in 2000-01. Math standards followed the next year, in 2001-02.

	English/Language Arts			Math	
	2002-2003	2001-2002	2000-2001	2002-2003	2001-2002
Testing month	May	May	April	May	May
Publisher	CTB/ McGraw Hill	Harcourt	Harcourt (Nov. 2000 enroll used)	CTB/ McGraw Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	9 th Ed./ 1995	9 th Ed./ 1995	6 th Ed./ 2002	9 th Ed./ 1995
SCHOOL SCORES					
% At or Above Basic	98	93	95	96	98
% At or Above Proficient	87	72	85	90	80
% At Advanced	36	39	52	60	43
Mean Scaled Score	392.3	383.4	--	420.2	404.2
Enrollment	48	70	67	48	70
Number of students tested	47	66	58	47	68
Percent of total students tested	98	94	87	98	97
Number of students excluded ⁺	1	6	9	1	2
Percent of students excluded	2	6	13	2	3
Average No. correct/No. possible	--	--	62.1/75	--	--
Average % correct	--	--	82.8	--	--
SUBGROUP SCORES					
1. Limited English Proficient [#]					
% At or Above Basic	*	*	--	*	*
% At or Above Proficient	*	*	--	*	*
% At Advanced	*	*	--	*	*
Number of students tested	4	3	--	4	3
2. Economically Disadvantaged					
% At or Above Basic	*	*	n/a	*	*
% At or Above Proficient	*	*	n/a	*	*
% At Advanced	*	*	n/a	*	*
Number of students tested	1	1	0	1	1
3. Special Education (with Disabilities ⁺)					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of students tested	3	9	5	3	10
STATE SCORES					
% At or Above Basic	68	63	61	76	68
% At or Above Proficient	36	32	32	53	43
% At Advanced	12	9	10	24	16
State Mean Scaled Score	332.3	324.1	--	356.7	342.7
Average No. correct/No. possible	--	--	44.3/75	--	--
Average % correct	--	--	59.0	--	--

The following footnotes apply to all data charts in the State Criterion-Referenced Tests section (pages 13-17).

- ✦ Reasons for not testing include parent-requested waiver and extended student absence. Students with IEPs may be offered an alternate assessment or may take the test with accommodations or modifications as recommended by the IEP team.
- # Limited English (or English Learner) score reports not available for 2000 and 2001. Category listing changed to “English Learners in CA Public School for Less Than 12 Months” for 2003 reporting.
- * Insufficient Data - The number of pupils in this category is too small for statistical accuracy or privacy protection.
- + Special Education subgroup listing changed to “Students with Disabilities” for 2003 reporting. No data available for 1999.

California Standards Test (CST) - 3rd grade

	English/Language Arts			Math	
	2002-2003	2001-2002	2000-2001	2002-2003	2001-2002
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw Hill	Harcourt	Harcourt	CTB/ McGraw Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	9 th Ed./ 1995	9 th Ed./ 1995	6 th Ed./ 2002	9 th Ed./ 1995
SCHOOL SCORES					
% At or Above Basic	95	93	92	94	94
% At or Above Proficient	86	77	74	88	86
% At Advanced	45	53	32	56	55
Mean Scaled Score	391.2	397.6	--	421.1	416.1
Enrollment	69	66	79	69	66
Number of students tested	69	62	65	68	62
Percent of total students tested	100	94	82	99	94
Number of students excluded	0	4	14	1	4
Percent of students excluded	0	6	18	1	6
Average No. correct/No. possible	--	--	58.3/75	--	--
Average % correct	--	--	77.7	--	--
SUBGROUP SCORES					
1. Limited English Proficient [#]					
% At or Above Basic	*	*	--	*	*
% At or Above Proficient	*	*	--	*	*
% At Advanced	*	*	--	*	*
Number of students tested	1	3	--	1	3
2. Economically Disadvantaged					
% At or Above Basic	n/a	n/a	n/a	n/a	n/a
% At or Above Proficient	n/a	n/a	n/a	n/a	n/a
% At Advanced	n/a	n/a	n/a	n/a	n/a
Number of students tested	0	0	0	0	0
3. Special Education (with Disabilities ⁺)					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of students tested	10	8	7	10	8
STATE SCORES					
% At or Above Basic	63	62	59	71	65
% At or Above Proficient	33	34	30	46	38
% At Advanced	10	11	9	19	12
State Mean Scaled Score	323.9	323.5	--	344.3	331.6
Average No. correct/No. possible	--	--	43.3/75	--	--
Average % correct	--	--	57.7	--	--

California Standards Test (CST) - 4th grade

	English/Language Arts			Math	
	2002-2003	2001-2002	2000-2001	2002-2003	2001-2002
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw Hill	Harcourt	Harcourt	CTB/ McGraw Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	9 th Ed./ 1995	9 th Ed./ 1995	6 th Ed./ 2002	9 th Ed./ 1995
SCHOOL SCORES					
% At or Above Basic	96	100	97	94	98
% At or Above Proficient	85	86	80	88	86
% At Advanced	57	48	43	56	46
Mean Scaled Score	395.9	392.7	--	402.5	396.0
Enrollment	74	73	84	74	73
Number of students tested	72	66	70	72	67
Percent of total students tested	97	90	83	97	92
Number of students excluded	2	7	14	2	6
Percent of students excluded	3	10	17	3	8
Average No. correct/No. possible	--	--	68.4/90	--	--
Average % correct	--	--	76.0	--	--
SUBGROUP SCORES					
1. Limited English Proficient [#]					
% At or Above Basic	*	*	--	*	*
% At or Above Proficient	*	*	--	*	*
% At Advanced	*	*	--	*	*
Number of students tested	4	4	--	4	4
2. Economically Disadvantaged					
% At or Above Basic	n/a	n/a	n/a	n/a	n/a
% At or Above Proficient	n/a	n/a	n/a	n/a	n/a
% At Advanced	n/a	n/a	n/a	n/a	n/a
Number of students tested	0	0	0	0	0
3. Special Education (with Disabilities ⁺)					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of students tested	9	7	8	9	7
STATE SCORES					
% At or Above Basic	74	71	66	72	67
% At or Above Proficient	39	36	33	45	37
% At Advanced	15	14	11	18	13
State Mean Scaled Score	339.0	332.9	--	343.6	332.4
Average No. correct/No. possible	--	--	48.6/90	--	--
Average % correct	--	--	54.0	--	--

California Standards Test (CST) - 5th grade

	English/Language Arts			Math	
	2002-2003	2001-2002	2000-2001	2002-2003	2001-2002
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw Hill	Harcourt	Harcourt	CTB/ McGraw Hill	Harcourt
Edition/publication year	6 th Ed./ 2002	9 th Ed./ 1995	9 th Ed./ 1995	6 th Ed./ 2002	9 th Ed./ 1995
SCHOOL SCORES					
% At or Above Basic	92	97	96	90	91
% At or Above Proficient	72	80	73	83	75
% At Advanced	38	56	32	42	24
Mean Scaled Score	377.4	393.7	--	418.2	395.2
Enrollment	73	72	111	73	72
Number of students tested	71	70	93	71	70
Percent of total students tested	97	97	84	97	97
Number of students excluded	2	2	18	2	2
Percent of students excluded	3	3	16	3	3
Average No. correct/No. possible	--	--	65.7/90	--	--
Average % correct	--	--	73.0	--	--
SUBGROUP SCORES					
1. Limited English Proficient [#]					
% At or Above Basic	*	n/a	--	*	n/a
% At or Above Proficient	*	n/a	--	*	n/a
% At Advanced	*	n/a	--	*	n/a
Number of students tested	4	0	--	4	0
2. Economically Disadvantaged					
% At or Above Basic	n/a	n/a	n/a	n/a	n/a
% At or Above Proficient	n/a	n/a	n/a	n/a	n/a
% At Advanced	n/a	n/a	n/a	n/a	n/a
Number of students tested	0	0	0	0	0
3. Special Education (with Disabilities ⁺)					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of students tested	8	8	9	8	8
STATE SCORES					
% At or Above Basic	72	71	66	61	59
% At or Above Proficient	36	31	28	35	29
% At Advanced	10	9	7	10	7
State Mean Scaled Score	332.0	327.7	--	332.1	322.5
Average No. correct/No. possible	--	--	47.6/90	--	--
Average % correct	--	--	52.9	--	--

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
2nd grade

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles ✓

Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw-Hill	Harcourt	Harcourt	Harcourt	Harcourt
Edition/publication year	CAT, 6 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.
SCHOOL SCORES					
Total Score (at or above 50% NPR)	91	88	96	79	88
NPR for Average Student Score	77	80	88	76	80
Enrollment	48	70	67	79	80
Number of students tested	47	65	55	62	74
Percent of total students tested	98	93	82*	78	93
Number of students excluded [†]	1	5	12	17	6
Percent of students excluded	2	7	18	22	7
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	3	#	#	0
2. Economically Disadvantaged					
Number of students tested	1	1	0	0	0
3. Special Education (with Disabilities)					
Number of students tested	3	7	5	7	♦

Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total Score (at or above 50% NPR)	96	92	93	90	86
NPR for Average Student Score	92	86	91	84	81
Enrollment	48	70	67	79	80
Number of students tested	47	66	55	63	74
Percent of total students tested	98	94	82 *	80	93
Number of students excluded	1	4	12	16	6
Percent of students excluded	2	6	18	20	7
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	3	#	#	0
2. Economically Disadvantaged					
Number of students tested	1	1	0	0	0
3. Special Education (with Disabilities)					
Number of students tested	3	8	2	7	♦

† Reasons for not testing include parent-requested waiver and extended student absence. Students with IEPs may be offered an alternate assessment or may take the test with accommodations or modifications as recommended by the IEP team.

* November enrollment used to compare against April testing numbers. Participation rate has margin of error.

No "Limited English" data available on CDE web site

♦ No "Special Education/Disabilities" data available on CDE web site

National Norms 3rd grade

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles ✓

Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw-Hill	Harcourt	Harcourt	Harcourt	Harcourt
Edition/publication year	CAT, 6 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.
SCHOOL SCORES					
Total Score (at or above 50% NPR)	78	89	90	89	84
NPR for Average Student Score	77	85	85	84	79
Enrollment	69	66	79	89	100
Number of students tested	69	64	62	71	95
Percent of total students tested	100	97	78 *	80	95
Number of students excluded	0	2	17	18	5
Percent of students excluded	0	3	22	20	5
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	1	4	#	#	1
2. Economically Disadvantaged					
Number of students tested	0	0	0	1	0
3. Special Education (with Disabilities)					
Number of students tested	10	10	7	8	♦

Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total Score (at or above 50% NPR)	86	89	95	92	81
NPR for Average Student Score	87	90	86	83	78
Enrollment	69	66	79	89	100
Number of students tested	69	64	62	72	95
Percent of total students tested	100	97	78 *	81	95
Number of students excluded	0	2	17	17	5
Percent of students excluded	0	3	22	19	5
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	1	4	#	#	1
2. Economically Disadvantaged					
Number of students tested	0	0	0	1	0
3. Special Education (with Disabilities)					
Number of students tested	10	10	4	8	♦

♦ Reasons for not testing include parent-requested waiver and extended student absence. Students with IEPs may be offered an alternate assessment or may take the test with accommodations or modifications as recommended by the IEP team.

* November enrollment used to compare against April testing numbers. Participation rate has margin of error.

No "Limited English" data available on CDE web site

♦ No "Special Education/Disabilities" data available on CDE web site

National Norms 4th grade

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles ✓

Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw-Hill	Harcourt	Harcourt	Harcourt	Harcourt
Edition/publication year	CAT, 6 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.
SCHOOL SCORES					
Total Score (at or above 50% NPR)	78	94	91	93	83
NPR for Average Student Score	82	87	88	89	80
Enrollment	74	73	84	108	78
Number of students tested	72	69	69	91	72
Percent of total students tested	97	95	82 *	84	92
Number of students excluded	2	4	15	17	6
Percent of students excluded	3	5	18	16	8
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	4	#	#	1
2. Economically Disadvantaged					
Number of students tested	0	1	0	1	0
3. Special Education (with Disabilities)					
Number of students tested	9	8	7	5	♦

Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total Score (at or above 50% NPR)	89	96	91	92	83
NPR for Average Student Score	90	87	84	85	78
Enrollment	74	73	84	108	78
Number of students tested	72	69	70	90	69
Percent of total students tested	97	95	83 *	83	88
Number of students excluded	2	4	14	18	9
Percent of students excluded	3	5	17	17	12
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	4	#	#	1
2. Economically Disadvantaged					
Number of students tested	0	1	0	1	0
3. Special Education (with Disabilities)					
Number of students tested	9	8	7	4	♦

♦ Reasons for not testing include parent-requested waiver and extended student absence. Students with IEPs may be offered an alternate assessment or may take the test with accommodations or modifications as recommended by the IEP team.

* November enrollment used to compare against April testing numbers. Participation rate has margin of error.

No "Limited English" data available on CDE web site

♦ No "Special Education/Disabilities" data available on CDE web site

National Norms 5th grade

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles ✓

Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April	April
Publisher	CTB/ McGraw-Hill	Harcourt	Harcourt	Harcourt	Harcourt
Edition/publication year	CAT, 6 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.	SAT, 9 th Ed.
SCHOOL SCORES					
Total Score (at or above 50% NPR)	84	91	86	94	98
NPR for Average Student Score	88	88	84	83	85
Enrollment	73	72	111	83	55
Number of students tested	70	70	91	66	49
Percent of total students tested	96	97	82 *	80	89
Number of students excluded	3	2	20	17	6
Percent of students excluded	4	3	18	20	11
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	0	#	#	0
2. Economically Disadvantaged					
Number of students tested	0	0	0	0	0
3. Special Education (with Disabilities)					
Number of students tested	7	8	7	4	♦

Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total Score (at or above 50% NPR)	91	94	86	89	90
NPR for Average Student Score	91	90	87	83	86
Enrollment	73	72	111	83	55
Number of students tested	70	69	94	66	49
Percent of total students tested	96	96	85 *	80	89
Number of students excluded	3	3	17	17	6
Percent of students excluded	4	4	15	20	11
SUBGROUP SCORES					
1. Limited English Proficient					
Number of students tested	4	0	#	#	0
2. Economically Disadvantaged					
Number of students tested	0	0	0	0	0
3. Special Education (with Disabilities)					
Number of students tested	7	7	8	4	♦

♦ Reasons for not testing include parent-requested waiver and extended student absence. Students with IEPs may be offered an alternate assessment or may take the test with accommodations or modifications as recommended by the IEP team.

* November enrollment used to compare against April testing numbers. Participation rate has margin of error.

No "Limited English" data available on CDE web site

♦ No "Special Education/Disabilities" data available on CDE web site